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| **Lesson Title**: Lesson B | **Related Lessons**: simple activities in PE |
| **Grade Level**: 6 | **Unit**: Disabilities in PE |
| **GOALS** | |
| **Content Standards**:  *Physical Education Standard 6.0 Social Psychological Principles*  Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.  D. Compassion and Inclusiveness  1. Evaluate effective inclusiveness skills in physical activity settings.  a. Organize different activities from a variety of cultures as a means for developing inclusiveness in classroom settings.  b. Investigate challenges that people with varying abilities face when participating in physical activity.  *Technology Standard: Maryland Standard 5.0*  Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information.  A. Locate, Evaluate, and Gather Information  1. Select and use information resources available through technology  a) Select relevant information from appropriate technology resources  b) Select and read to gain information from electronic personal interest materials, such as brochures, books, magazines, cookbooks, and websites  c) Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use)  **ISTE NETS-S**  Creativity and innovation  Critical thinking, problem solving, & decision-making  Communication and collaboration  Digital citizenship  Research and information fluencyTechnology operations and concepts  **Instructional Objective (s):**  **1.** Demonstrate the ability to differentiate instruction according to student needs. 2. Have the basic ability and understanding of the various uses of assistive and adaptive equipment and materials to support learning for students. 3. Use multiple processes and diverse perspectives to explore alternative solutions 4. Select relevant information from appropriate technology resources 5. All students will use technology to enhance skills for working both independently and in collaborative groups. | |
| **ACTION** | |
| **Before-Class Preparation:**  **1. Computers/tablets up and running- 1 per student & Video cameras-1 per group**  **2. Google docs and Google slides available on all computers for login for all groups**  **3. Teacher view Google docs of all students from previous lesson**  **4. List of recommended websites for research**  **5. Computer lab available for PE class days 2 & 4**  **6. Gymnasium available for activities and videoing day 3**  **7. All adapted equipment available at gym for simulation activity along with regular PE equipment**  **8. Post the unit standards on the Whiteboard in computer lab**  **During Class**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | **Time**  **Day 2** | **Instructional Activities** | **Materials and Resources** | | 60 minutes  Computer lab | * Ask the students to discuss in their groups the problems associated with   including everyone in an activity and to identify possible  solutions that can be performed, practiced, modified, and  evaluated for success   * Have students log into Google Docs * Instruct students to work in their collaborative groups to gather information about different disabilities and how they are affected while participating in PE. * Instruct students to research, collaborate, and add the following information to Google Docs-their feelings, views and what disability they chose for final presentation. * Students will begin to create a presentation using Google Slides. They will go to link (listed under google slides) and start developing their group presentation. Teacher will assist students in setting up group slide page * Develop your materials, including colors and design, and why and how it will have the biggest impact/visibility for your project * Refer students to collaborative rubric-copy for everyone * Give an example of how to adapt an activity for a visually impaired student playing baseball. * Video of class simulating activities | Discussion  Computer Google Docs-link located below in resource section  Computer  Recommended Websites located at bottom of page  Google Slides  <https://www.google.com/slides/about/>  [Collaboration Rubric.docx](Collaboration%20Rubric.docx)  viewed on whiteboard  <https://youtu.be/yJjxI04NVI4>  <https://youtu.be/g7ZTauD8VY4> | |  | End Class | End class | | **Day 3**  60 minutes  Gym  10 min | Students meet in the gym (regular scheduled time) and prepare to simulate an activity using available props. Teacher has arranged to have 4 video cameras available for each group. Teacher describes action plan-groups will practice skill with no props and then repeat using props simulating disability. Groups must be able to come up with a plan that will allow a person with a certain disability to participate in PE class. Groups must come up with modifications and adaptations to promote confidence in play. Groups must discover how to make play easy, fun and successful by meeting the needs of the person with a disability. Instruction for video camera usage | Available props:  Wheelchair Walkers/gait trainers Blindfolds Tape Mobility Cane Beeper Balls Gloves/Mittens/Socks Rulers Ear muffs Balls with bells Variety of different size balls/bats Flashlight Sound devices  Video cameras | | 10 min | Groups will collaborate and gather aids that they will need to for activity. Each group will be assigned a specific place in the gym so they will not be disturbed by other groups. | Video cameras- 1 per group. During filming, students may verbally discuss/explain what they are doing during activity. Videoing can be edited in Microsoft Movie Maker. | | 40 min | Students decide on activity/skill and practice with normal facilities. No props. | All gym equipment will be present | |  | Students will demonstrate an activity or skill using the props available to simulate disability they chose. For example, kicking a ball while being visually impaired-prop blindfold. | Props | |  | End Class |  | | **Day 4**  60 minutes  Computer Lab  10 min | Teacher will ask students:  What were some of the challenges you encountered?  What were your thoughts when you could not complete an activity?  Teacher will remind groups to use all resources available (internet, google docs, and filming) to be inserted into presentation. The more information developed in presentation, the better. | Discussion | | 50 min | Groups will gather all collaborated works from google docs and video camera and begin presentation using google slides. Teacher will walk around and monitor or assist when needed. Teacher will assist groups in inserted video camera film into windows movie maker | Google docs  Google Slides  <https://www.google.com/slides/about/>  Windows movie maker-already installed on computer | |  |  |  | |  | End Class | End Class | |   **Notes:** | |
| **MONITOR** | |
| **Ongoing Assessment(s):** Google Docs & Google Slides Students will be monitored by the teacher as they progress through their research and collaboration activities towards the group’s final presentation. Continue working on simulated activity and videoing for final project in Google Slides.  **Accommodations and Extensions:** See Diversity Section  **Back-up Plan:** Simple games in gym using some of the modified equipment | |
| **Evaluate and Extend** | |
| **Lesson Reflections and Notes:** | |

Recommended Resources/Websites:

<https://www.lds.org/topics/disability/list?lang=eng>

<http://www.stopbullying.gov/blog/2015/06/03/everyone-can-help-stop-bullying-children-tourette-syndrome>

<http://www.buzzle.com/articles/disabilities/>

<http://www.girlshealth.gov/disability/types/list.html>

<https://en.wikipedia.org/wiki/Americans_with_Disabilities_Act_of_1990>

<http://www.disabled-world.com/definitions/>

<http://www.about-disability.com/what-is-disability/different-types-of-disability-213.html>

<http://kidshealth.org/kid/health_problems/learning_problem/learning_disabilities.html>

<http://kidshealth.org/teen/diseases_conditions/learning/learning_disabilities.html>

<http://www.specialolympics.org/Sections/Sports-and-Games/Sports_and_Games.aspx>

<https://youtu.be/n3I8qdVFHyw>

Examples of simulations:

<https://youtu.be/yJjxI04NVI4>

<https://youtu.be/g7ZTauD8VY4>

Google Docs log in: <https://groups.google.com/a/waldenu.edu/forum/?hl=en#!forum/7106>

Google Slides log in: <https://www.google.com/slides/about/>

Collaboration Rubric: [C:\Users\sbeer\Desktop\7106 PBL\Collaboration Rubric.docx](file:///C:\Users\sbeer\Desktop\7106%20PBL\Collaboration%20Rubric.docx)

Diversity: [C:\Users\sbeer\Desktop\7106 PBL\Diversity.docx](file:///C:\Users\sbeer\Desktop\7106%20PBL\Diversity.docx)

Individual Rubric: [C:\Users\sbeer\Desktop\7106 PBL\Rubric for individual group members.docx](file:///C:\Users\sbeer\Desktop\7106%20PBL\Rubric%20for%20individual%20group%20members.docx)